



**PARKLAND**  
Regional College

The College That Works!

*Annual Report*  
**06.07**

[www.parklandcollege.sk.ca](http://www.parklandcollege.sk.ca)  
Toll Free: 1.866.783.6766

## *Vision*

Parkland Regional College is a proactive rural, educational organization in which the College excels in facilitating learning opportunities for our communities through commitment to our values.

## *Mission*

To provide access to life-long learning opportunities that respond to the needs of our adult population, communities, and organizations adapting to changing environments.

## *Values*

**Respect:** To model and promote respect within the College and with its partners.

**Compassion:** To foster an environment where empathy is integral and expressed.

**Quality of Education:** To provide programs and services that will be of the highest quality involving program development, implementation and evaluation.

**Financial Accountability:** To be accountable for and ensure all resources are concentrated toward outcomes.

**Fairness:** To provide programs and services that support the labour market and community needs of the region.

**Life-long Learning:** To provide and encourage opportunities for individual growth and development.

**Integrity:** To practice integrity in the learning environment and to adhere to high ethical standards.

**Leadership:** To provide sound leadership and direction in the delivery of adult education and training programs and services in East Central Saskatchewan.

**Partnerships:** To facilitate the development of strategic partnerships with individuals, agencies, communities and organizations to help achieve quality learning.

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www.parklandcollege.edu  
Rob Butler, 1.800.755.6766  
Marilyn Administration Center  
Room 100, 100 Block, 2nd Avenue East  
Sallisburg, MD 21861-9900  
Ph: (301) 726-4371 Fax: (301) 726-2576

December 17, 2007

Honorable Rob Norris, Minister  
Advanced Education, Employment and Training  
Legislative Building  
2405 Legislative Drive  
Regina, SK  
S4S 0B1

Dear Minister Rob Norris:

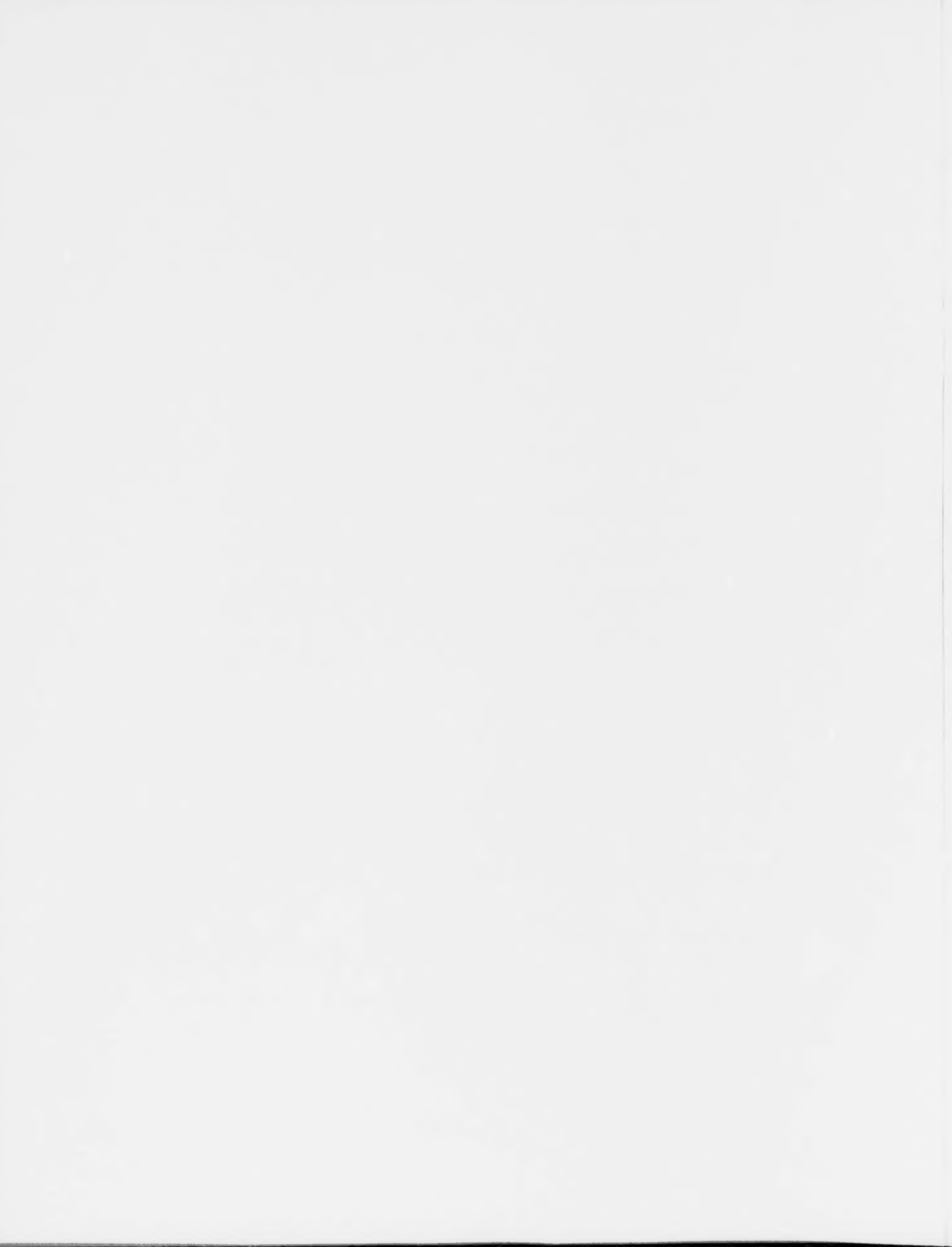
On behalf of the Board of Governors of Parkland Regional College, I have the honour to submit herewith the Annual Report of Parkland Regional College for the year ended June 30, 2007. Fully certified financial statements of Regional College operations are included in accordance with the Regional Colleges Act, 1998.

Respectfully submitted,

Jim Decker, Chairperson  
Board of Governors

The College that Works!





The Parkland Regional College Board of Governors held a special meeting in August 2006 to set their goals and plans for the year. These goals guided the Board's agenda and operations.

## Goals & Objectives

1. Develop and approve a renewed 5-year (2007-2012) Strategic Plan.  
Outcomes:
  - Approval of Trimester reviews/Business Plan.
  - Approval of renewed Strategic Plan - December 2006.
2. Remain informed on government directions and policy.  
Outcomes:
  - Link College strategic planning to Advanced Education and Employment Sector Plan.
  - Attend Board Development Workshops - October/December 2006.
3. Develop items of support and assistance for Board direction.  
Outcome:
  - Board calendar, Board monthly agendas, reports, Board Orientation and Handbook, Board Recruitment Strategy, Board Technology Plan.
4. Remain informed on provincial developments related to collective bargaining and class plan developments.  
Outcome:
  - Approval of negotiated agreement (Sept. 1, 2006 - August 31, 2009).
5. Review and revise current policies of the College  
Outcome:
  - Policy development where required.
6. Work closely with other Regional Colleges through the Association of Saskatchewan Regional Colleges (ASRC).  
Outcomes:
  - Board Chair attend ASRC meetings -Elected as President of ASRC.
  - ASRC as Board agenda item.
7. Facilities  
Outcomes:
  - Board remains informed and approves upgrades when required.
  - Esterhazy - window upgrade report.
  - Approval of lease at Condessa Plaza, Yorkton.
8. Be informed on technological advances.  
Outcome:
  - Board agendas accessed through Moodle course management system.
9. Advocate on behalf of College.  
Outcomes:
  - Report from Chair on meeting with Minister of Advanced Education and Employment.
  - Minister attending Board meeting.
  - Board members attend Premier's Dinner in Yorkton on September 14, 2006.
  - Board Advocacy Plan.
10. Support and work towards rural revitalization.  
Outcomes:
  - Support CEO as member of Action Committee on the Rural Economy (ACRE).
  - Needs Assessment approval.
11. Community liaison  
Outcomes:
  - Developed a Board Advocacy Committee - Approved 2006-07.
  - Advocacy Plan.
12. Financial support of College staff and students  
Outcomes:
  - Staff Recognition Event.
  - Board of Governors' Student Scholarship.
  - Staff/Board Christmas Social.
  - Presentation for illness or bereavement.
  - Board/Staff workshop.
  - Graduation.
13. Financial accountability.  
Outcome:
  - Approve audit.
14. Fundraising.  
Outcomes:
  - Board members initiate one new student scholarship/year.
  - Annual Dollars for Scholars golf tournament.

## Board Report

The Parkland Regional College Board of Directors carried on many of their regular duties through out the year as well. These included approval of the monthly financial statements and employment contracts, approval of the Trimester reports presented by management, review of the Regional College's Act and Regulations, Board self-evaluation, CEO evaluation, approval of the Audited Financial Statements, Business Plan, Needs Assessment and Annual Report and approval of high cost technology purchases.

The Audit Finance Sub-Committee is responsible for working closely with management throughout the yearly auditing process and to recommend to the full Board approval of the annual Audited Financial Statements.

Members of the Board attended the Association of Saskatchewan Regional Colleges, Association of Canadian Community Colleges Conference (ACCC), Literacy Recognition Event, and College graduation.

The Board of Governors of Parkland Regional College support many other events in the College through out the year. These include the Board of Governors' Student Scholarship, Staff Recognition Event, Board/Staff Annual Workshop, Board/Staff Christmas Social and presentations of flowers or gifts for bereavement or hospitalization of staff or Board members.

Parkland Regional College Board of Governors are proud of the work the College has accomplished over the year to bring education and training close to home for the adults in East-Central Saskatchewan.

### *Board Members*

Eunice R. Bear - Fort Qu'Appelle  
Darlene Cooper - Foam Lake  
James Jeske - Yorkton  
Doug McRae - Yorkton  
John Oussoren - Crystal Lake  
Oliver Pask - Esterhazy  
Doris Stelmackowich - Melville

### *Board Meetings '06 - '07*

2 Special Meetings  
10 Regular Meetings  
1 Constitutional Meeting

### *Executive Committee*

James Jeske  
Oliver Pask

### *Association of Saskatchewan Regional Colleges*

James Jeske

### *Finance/Audit Committee*

Eunice Bear  
Doug McRae

### *Advocacy Committee*

Darlene Cooper  
Doug McRae



**2006 - 2007 Board of Governors:** (Left to Right) Oliver Pask, Doris Stelmackowich, John Oussoren, Eunice R. Bear & Jim Jeske.  
Missing: Doug McRae & Darlene Cooper



*Dr. Fay Myers,  
Chief Executive Officer*

It is with pleasure we provide you this report on our activities and achievements for the program year 2006-2007.

During this program year the College continued to fulfill a central role in the development of a skilled workforce for our regions labour market. There were many developments and achievements by Parkland Regional College for the 2006-2007 year.

Technology Enhanced Learning continues to evolve throughout the work of the College and is documented by the provincial College TEL Strategic Plan. Many programs are utilizing technology for instruction. Information Processing 30, Law 30, Psychology 30 and computer software training were successfully delivered by distance between the College campuses. The College employed a part-time E-learning Coordinator to assist and lead further development. Through the use of course management software, Moodle, the Board of Directors now access regular Board agendas through the College website.

The College continued the development of an International Education strategy through participation in an Education Fair in Nairobi, Kenya and with the Canadian High Commission. The College entered a 5-year project partnership with College of the Rockies, B.C. and Kimathi Institute of Technology in Kenya funded by CIDA. Three staff members visited Kimathi Institute of Technology and delivered workshops on management, gender equity and entrepreneurship.

There is a larger aboriginal population in the College region and we are committed to supporting the aboriginal client and learner through education and training. Initiatives that the College undertook this year were: provided Elder services in Yorkton and Fort Qu'Appelle, delivered a number of Heavy Equipment Operator and Safety programs in partnership with First Nations Bands, continued to focus on our contract with the Aboriginal Employment Development Program, partnered with SIIT in the delivery of an Aboriginal Apprenticeship Plumbing Program, piloted an Essential Workplace Skills project with Kahkewistahaw Gas and Convenience Store in Yorkton, delivered a wide array of professional and counseling workshops to First Nations Bands and continued to increase aboriginal enrollments in the technical programs delivered by the College.

The College has held many new, successful programs and events this year. The Industrial Mechanical Apprenticeship program, Year II, Masters of Adult Education program, SIIT Office Management certificate, Canadian Agriculture Skills Services program and the

expansion of the Learning Centre concept were innovative in the program and training area. Negotiating a successful Collective Bargaining Agreement, developing and approving a new Strategic Plan and opening a new location with expanded programming in Kamsack were a few of the major events of the College.

Parkland Regional College has worked with many partners this year. The annual Needs Assessment again included a number of regional partners that attached an updated addendum to the document "Developing Human Capital." This document tracked accomplishments of joint objectives and set future goals for the region. The addendum included a survey of transportation options and solutions for the City of Yorkton. The "learning centre" for individualized tutorial assistance and small group study has increased their numbers this year and linked with a number of businesses in the region. An "Employer Appreciation" program has increased the awareness of the number of business/College partnerships that have supported the success of students.

The management and staff worked closely with community groups, committees and organizations to assist in community and economic development. Some of these are the Chambers of Commerce, Regional Economic Development Authority, Action Committee on the Rural Economy and many other ad hoc provincial and regional committees. As a result of these partnerships, mid-year provincial funding and increased awareness of the college mandate in the region, the College saw a 11.6 FTE increase in their staffing complement.

We wish to thank the many individuals, organizations and businesses we have worked with over the 2006-2007 year. As a result of their support, the 41 student scholarship donations exceeded \$39,500. We look forward to the Parkland region's continued support as we jointly address the training, education and labor market needs of the region.

*Annual Report*  
**06.07**

# Strategic Plan

## Key Directions

### **Technology Enhanced Learning**

Increase opportunity and access.

### **Aboriginal Plan**

Increase partnerships and workforce representation.

### **Research & Development**

Increase programming opportunities.

### **Business/Contract Training**

Increase support to economic development in rural Saskatchewan.

### **Accountability**

Increase quality and quantity of performance.

### **Marketing/Communications**

Increase and improve information systems, both internally and externally.

*Goal 1: The College that works for high quality post-secondary education, training and employment programs and services.*

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#### *Objective 1.1: Ensure an effective learning environment.*

- Continuous upgrade of software and hardware systems at administration and program level.
- Encourage professional development and in-service for all staff.
- Continued implementation of College Employment Equity Plan approved by Saskatchewan Human Rights Commission.
- Staff actively participated in the development of Basic Education 10 redesign.
- College participated in presentation process of post-secondary review.

#### *Objective 1.2: Ensure effective leadership, management and accountability.*

- College Business Plan included 6 key performance indicators for accountability.
- Board self-evaluation completed.
- Development of Board of Directors Handbook.
- Developed safety guidelines and handbook for three of the five College campuses.

#### *Objective 1.3: Ensure public stakeholder awareness of, and confidence in the College.*

- Marketing/communications plan revised and evaluated.
- Maintenance of website.
- Addendum written for Needs Assessment partnership document "Developing Human Capital".



*Goal 2: The College that works to meet the post-secondary education, training and development needs of individuals and communities.*

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*Objective 2.1: Support capacity to respond to existing and anticipated demand appropriate to the needs of individuals, communities and the economy.*

- Technology Enhanced Learning Action Plan continued with instructors and program development in program, service and administrative areas.
- Industrial Mechanics Level I apprenticeship pilot delivered in cooperation with Apprenticeship Commission.
- International Education Action plan developed and implemented.

*Objective 2.2: Increase participation of under-represented groups to enhance their employability and to contribute to a representative workforce.*

- Utilized Employability Assistance for People with Disabilities funds.
- All technical programs have a workplace component in them.
- Continued to implement an aboriginal strategy and action plan - delivered a number of full-time and part-time training in partnership with aboriginal organizations.
- Pathways Model of Life-long learning presented to Advanced Education and Employment staff.

*Objective 2.3: Enhance access to post-secondary programs and services.*

- Expanded number of student scholarships to 28 exceeding \$16,000.
- Continuous development on TEL projects and distance "learning centers".
- Parkland CEO continues as regional college representative on Campus Saskatchewan management board.
- Staff member appointed as the regional colleges' representative on provincial Community Net committee.

*Objective 2.4: Increase the success of individuals in College programs and services.*

- Graduate follow up surveys completed.

*Objective 2.5: Increase the knowledge and skills of the Parkland Regional College population.*

- Delivered a balanced array of programs - each Team develops a Program Plan.
- Delivered an Older Worker Project for transition into the workplace.

*Objective 2.6: Contribute to the development and maintenance of a workforce responsive to the economy.*

- Ongoing consultations with key stakeholders in the region.
- Increased human resources development and support to businesses by the Contract Team.

# Strategic Plan

*Goal 3: The College that works to meet the post-secondary education, training and development needs of employers and industry and contributes to economic growth.*

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*Objective 3.1: Increase employer and industry participation in planning and investment in education and training.*

- Continued implementation of an Employer Appreciation process College awards and recognition of employer contributions to training.
- Parkland CEO continues to represent regional colleges on the provincial Action Committee on the Rural Economy.
- Continued strategic planning on establishment of a Virtual Institute or Business Center of Excellence.

*Objective 3.2: Support the mobility of learners and workers within and outside the College region.*

- Support recognition of prior learning and portfolio development.

*Goal 4: The College that works by providing a dynamic and learning-centered environment.*

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*Objective 4.1: Recognize, strengthen and reward the capabilities and contributions of employees and students and support a respectful workplace.*

- Continued regular Joint Union/Management Partnerships meetings.
- Staff Recognition Event held.
- Occupational Health and Safety committee meeting regularly.
- Professional development and in-service opportunities available as a percentage of salaries.

*Objective 4.2: Support innovation and research and development that enhances a learning centered environment.*

- Learning Center concept of matching tutors and learners developed to academically support individual and small group learning needs - exceeded targets.
- Action plan developed for International Education projects and student recruitment.

## Career & Student Support Services

**Career & Student Support Services** provides career and educational information and counselling services to persons in the Parkland area as well as to learners within Parkland Regional College.

- Providing all career and student counselling services in the College, including the Learning Specialist and Career Development/Bridging related projects.
- Providing career and employability services in Melville, Esterhazy, and Kamsack.
- Customizing tutoring services through the Learning Centre.
- Specializing in testing and assessment services.
- Specializing in counselling and workshop facilitation specific to business and industry needs.
- Assisting clients in identifying career goals related to training needs and recognition of prior learning.
- Providing customized services to Saskatchewan Workers' Compensation Board clients.
- Providing individual learning plan development to individuals referred through the Canadian Agricultural Skills Service Program.



Counsellor Gail Gorchynski presenting Doug McRae of Kahkewistahaw Gas and Convenience Store an Employer Appreciation Certificate for his work on the Workplace Essential Skills Project.

## Major Initiatives

### Workplace Essential Skills

Participated in an Essential Skills project through ACCC which focused on Essential Skills testing and intervention to small and medium businesses. The project received national recognition for the work done with Kahkewistahaw Gas and Convenience Store and JobStart / Future Skills.

### Transitions Program

Provided a Transitions program for people assessed with Learning Disabilities. A transitions facilitator worked with identified individuals helping them to become informed about their Learning Disability and to develop strategies to increase their learning success and employability. Funding was provided through Employment Assistance for People with Disabilities.

### Bridging to the Trades

Facilitated two intakes of Bridging to the Entry Level Trades in collaboration with Industry Programs team. Fifteen (15) individuals participated in the enhanced program including safety training, successful thought patterns, trades exploration and long term supported work experience.

### Kamsack Space

Partnered with Career and Employment Services to share space in a Resource Centre in Kamsack. The public can see a career counselor and use the space for career and labour market research. The addition of a student counsellor has increased use of the resource space.

### Increase use of Learning Centre

The Learning Centre continues to grow and expand. Customized individual and group tutorial services are utilized region wide. Tutorials can be academic, skills related, personal interest or other varieties.

### Canadian Agricultural Skills Service - CASS

Provided ILP (Individualized Learning Plan) development to farmers and their spouses. Referred through Saskatchewan Agriculture, the Canadian Agricultural Skills Service provides farm families funding for education and training leading to increased farm income or supplementary off farm income.

## Adult Basic Education

**Adult Basic Education** programs are designed to be responsive to the education, training and employment needs of our region's learners by delivering a range of programs and services including:

- Literacy Services and Learning Labs;
- Adult 10, Adult 12 and specific subjects;
- GED preparation and testing services;
- Specific strategies to link or bridge basic education with a transition to employment;
- Technology Enhanced Learning;



## Major Initiatives

Continuing to participate in the Adult Basic Education Redesign advisory committee and pilots.

Having access to Elders at the Yorkton and Fort Qu'Appelle Campuses has been very beneficial for the students.

Information Processing 30 delivered by distance using V-Class instruction and Moodle content management system.

Law 30, Psychology 30 and Social Studies 30 offered online using Moodle content management system.

Expansion of GED preparation and testing within ABE programs and externally to rural communities.

Expansion of Literacy Learning Labs to include Fort Qu'Appelle and Kamsack.

Participated in SaskSmart Literacy project through Saskatchewan Literacy Commission to expand literacy services in the Kamsack area.

Rural ESL services were offered and Yorkton LINC program was expanded through Saskatchewan Immigration funding.

Delivered Kamsack Adult 10 and Balcarres GED Preparation and Testing through additional Advanced Education and Employment mid-year funding.

## Skills Training: Institute Credit

**SIAST and Institute Programs** deliver a broad range of training programs that provide individuals with the skills required to become employed or to upgrade their technical skills. The needs of local employers and industry are a major consideration in the range of training programs offered. Both full and part-time programs are available.

The target population is adults who require skills training in order to meet their employment goals. Within the targets we recognize that it is necessary to include specific equity groups that have been under-represented in the labour force: Aboriginal persons, youth, women in non-traditional roles, persons with disabilities, and visible minorities.

### Major Initiatives

All targets were met for programming for 2006-2007 SIAST and Institute Programs.

The health sciences lab is being shared with the Practical Nursing and Continuing Care Assistant Programs as is the business center for Business Year I and Business Accountancy (Year II). With an additional seven students in the Practical Nursing program, a new health science mannequin with many more attachments and computer generated symptoms was obtained. This will be a real addition to the PN program and will offer better testing opportunities. The Practical Nursing program continues to be in high demand.

A second Continuing Care Assistant program was set up in Kamisack with a good enrolment.

The Cosmetologist salon in Melville was upgraded with new decorating and furnishings to make it more appealing for customers.

An Office Management Certificate program from Saskatchewan Indian Institute of Technology (SIIT) was offered to Fort Qu'Appelle students.

A new Pre-trades plumbing program was offered at Lebreton through Aboriginal Apprenticeship. This program involved SIIT, SIAST, Aboriginal Apprenticeship, and PRC.

Our welding Upgrader Program received word that seven of the eight students were successful with their journey person apprenticeship examinations. Two shorter Orientation to Welding Programs were also offered during the year. Many of our programs have had 100% or nearly 100% employment following their work placement.

The Apprenticeship Industrial Mechanics pilot held in Esterhazy continues to be offered with second year being offered. Plans to continue to year three is being reaffirmed.

Our Heavy Equipment Operator Program returned to Key First Nations with Redhead Equipment (Regina) working as a program sponsor by providing some of the equipment being used.

Truck Driver Training Programs continue to be offered by the Saskatchewan Trucking Association with STA setting up a satellite office in Yorkton to accommodate the training.

We continue to provide training to on-reserve daycare staff from File Hills Qu'Appelle Tribal Council as they work towards their Early Childhood Education Certificates and Diplomas. This relationship continues to grow. Increased contacts with Aboriginal agencies has improved exposure with this target audience.



Cosmetologist Student Megan Scherle competing in the Total Knock-out Hair Competition.

## *Skills Training: Industry Programs*

**Skills Training Industry Programs** are designed to be responsive to the educational and training needs of the adults, community agencies and employers within our region by delivering courses targeted to:

- Industry credit and non-credit training;
- Industry recognized computer courses;
- Non-credit Transition to Trades programming;
- Community non-credit;
- Personal/leisure non-credit.



## *Major Initiatives*

The team of training consultants has continued to expand the development and delivery of training opportunities to businesses and organizations within the region. Their presence continues to assist with increasing enrolment in other College programming areas like Career and Student Support Services, SIAST and Institute Programs.

Occupational Health and Safety (O.H. & S.) training continues to play a major role in the Industry Programs delivery. Expansion into Certificate of Recognition (COR) training, Early Safety Training for youth and delivery outside of the region are being explored to keep this area strong.

There continues to be a demand by businesses and organizations for customized and on-site training of computer training with a mobile laptop lab.

The demand from First Nations individuals, bands and tribal councils for a full array of training continues to be a significant portion of the overall training delivered by the Industry Programs team.

The addition of a full-time Work Experience Coordinator position has enabled students to better access trade and non-trade employment opportunities within the region.

## *Apprenticeship*

Assistance with transition into Apprenticeship continue to be provided through the individualized Supporting the Transition to Apprenticeship and Trade Employment (STATE) program, and work experience components of trade and industrial programs.

In addition, the pilot program of Rural Apprenticeship level training for Industrial Mechanics trade continues to be developed and successfully delivered in Esterhazy.

## Skills Training: Workbased

**JobStart/Future Skills Workbased** Training for the Unemployed provides financial assistance to employers to deliver recognized on-the-job training for unemployed Saskatchewan residents that leads to permanent employment. Workbased Training for the Employed provides funding support for Saskatchewan employers in the manufacturing, processing and agri-value sectors who need to retrain existing permanent employees in order to maintain or increase their competitive position. This program will also provide retraining support for employees facing permanent layoff or employees moving from part-time to permanent full-time employment. This part of the program is open to all employers.

## Major Initiatives

Increasing our visibility through the work of the Training Consultants within the Parkland Region has resulted in a significant increase in the number of employer inquiries regarding the JobStart/Future Skills program.

Once again, the College experienced growth in the JobStart/Future Skills program, particularly in the areas of retraining and unemployed. This includes a cross section of diverse training opportunities. In the new budget year it is projected that there will be larger projects with higher numbers of trainees. Parkland Regional College was the third largest deliverer of JobStart/Future Skills in the province.

Parkland Regional College is part of a Workplace Essential Skills Task Team that has been put into place to determine training needs for the JobStart/Future Skills coordinators in the province. Employers are finding that by using Workplace Essential Skills training up-front in the workplace they are seeing better results from the formal training.



Training Consultant Deloris Delorme presenting an employer appreciation award to File Hills Qu'Appelle Tribal Council.



## Programs & Services

### University

**University** programming provides a comprehensive, full-time, first and second-year Arts and Science program accessible in the Parkland region. This program is accomplished by combining a broad selection of credit courses from Saskatchewan universities and SIAST that are delivered through a variety of media including face-to-face lectures, labs, televised lectures and on-line offerings. University televised and on-line offerings are accessible in all Parkland locations, and face-to-face offerings are accessible in Yorkton. This program mix provides the most flexible offerings available for our students.

### Major Initiatives

The University Program is continuing to attract a more mature clientele than the typical high-school leaver to access university programming in our region. Parkland began offering a Master of Adult Education degree in September, 2005 and will conclude the course offerings in the spring of 2008. To date, three students have already graduated and 14 more are currently taking classes toward completing the degree. The U of R Social Work department is also working with Parkland to offer a Master of Social Work in 2008. This initiative is in response to the number of SW graduates that Parkland has produced, 35, including 10 in 2006-07, and the growing number of SW professionals in our region.



2007 Social Work Graduates



## Technology Enhanced Learning

### Adult Basic Education Programs

Our strategy is to increase opportunity and access to technology enhanced learning. ABE accomplishes this by using TEL to expand programming availability and by educating instructors on technological enhancements for their classrooms, including:

- Delivering Information Processing 30, Law 30, Psychology 30, and Social Studies 30 by distance using Moodle and V-class;
- Developing lists of websites that students can access for further skill building;
- Offering classes in computer basics for Adult 10 students;
- Participating with educational partners to develop other programs on-line;
- Researching and exploring programs such as V-class for distance education; and,
- Using eLit for Literacy discussion groups to network and share (Parkland Regional College Business Plan, 2006, P 28).

Highlighted activities performed by this work unit consist of those listed above including:

- Delivering a Basic Education 10 program in Kamsack with a focus on computer usage;
- Software was installed to enhance the Language Instruction for New Comers program;
- Biology 30 development to be completed by 2008; and,
- Proposing to run an Adult 12 in Kamsack via TEL delivery.

### SIASST & Institute Programs

Our strategy is to increase opportunity and access to technology enhanced learning by continuing to investigate regional needs with expansion in this area, including:

- Continuing to offer the Internet training from Saskatchewan Construction Safety Association to all students that enrol in a trades program;
- Increasing the use of the "Moodle" management system to support our staff and provide in-service training;
- Investigating and searching other program areas that are suited to remote delivery;
- Promoting the Adult Continuing Education and Training Certificate "blended" courses for our instructors;

- Utilizing our TEL capacity by expanding program delivery usage into the classrooms;
- Utilizing PowerPoint for classroom instruction as College instructors are embracing the use of PowerPoint, computers assisted instruction and projectors; and,
- Increasing in-service offerings for instructors upon request (Parkland Regional College Business Plan, 2006, P 32).

Highlighted activities performed by this work unit consist of those listed above including:

- Providing more computer equipment in the classroom to incorporate the electronic media that are increasingly provided by the textbook supplier; and
- Including new technologies to remain current with industry trends especially in the areas of health-care. SIP has recently acquired highly-specialized equipment such as a new electric bed, a life-source training monitor, and a computerized Andrew/Annie that interacts with the student to provide a more realistic learning experience.

### Industry Programs

Our TEL strategy is directed at assisting rural adult learners, especially First Nation and Metis learners, gain better access to training through non-traditional formats, while enhancing current training options and internal information systems, including:

- Delivery of computer training including utilization of portable laptop lab with several small, medium and large Parkland area employers should continue to grow. Clients in 2005 - 2006 have included Cornerstone Credit Union, City of Yorkton and Sharpe Soil Services. Computer training now includes four areas: 1) Computer business training, 2) On-line computer training, 3) One-on-one training, and 4) Computer training to the general public;
- Delivery of training including a TEL component will increase in a number of areas including Parts-person Upgrading, Auto CAD training, and Safety Training; and,
- We will continue to explore the use of the "Moodle" system for distance delivery of all forms of industry training (Parkland Regional College Business Plan, 2006, P 37).

## Technology Enhanced Learning

Highlighted activities performed by this work unit consist of those listed above including:

- Delivery of computer training including utilization of portable laptop lab with several small, medium and large Parkland area employers should continue to grow. Clients in 2006 - 2007 have included Harvest Meats, Kahkewistahaw Gas & Convenience Store, City of Yorkton and CASS Clients. Computer training includes four areas: 1) Computer business training, 2) On-line computer training, 3) One-on-one training, and 4) Computer training to the general public;

## Career & Student Support Services

Our strategy uses Technology Enhanced Learning to broaden opportunities for students through personal assessments and career planning. TEL increases the options for information gathering and professional development for students and staff. We will continue to explore the possibilities of using on-line learning to access professional development and in-service opportunities, including:

- Continuing to use online career tools like Employment Readiness Scale (ERS electronically based employment readiness testing) to increase access to clients in their rural locations;
- Exploring the development of workshops using PowerPoint and voice over for use in distance delivery;
- Testing the use of online testing for the Strong Interest Inventory. This provides immediate results for the counsellor and the learner to debrief;
- Testing the use of Illuminate technology to provide Learning Centre tutorials and Personality Dimensions Train the trainer workshops; and,
- Utilizing the Career Cruising website and explore the portfolio possibilities it contains (first year of a 3 year site license) (Parkland Regional College Business Plan, 2006, P 41).

Highlighted activities performed by this work unit consist of those listed above including:

- Exploring the possibility of placing Workplace Essential Skills training materials on-line using Moodle; and,
- Applied for a monetary grant to outfit a Kurzweil learning lab.

## University Programs

Our strategy is to increase opportunity and access to technology enhanced learning or TEL offerings. TEL offerings include online, televised, multi-mode and independent studies classes. Our role is to support students taking these classes. To further promote TEL development, CS has been established. CS is a province wide partnership between the First Nations University of Canada, Regional Colleges, SIAST, SIIT, the U of R and the U of S. Through this program, students at a Regional College may take classes from any of the aforementioned institutions and receive credit toward their program. Parkland Regional College has been extremely active in this provincial partnership, with the bulk of the students participating in the program taking classes at Parkland. Within the upcoming year, the University Program will provide a number of class offerings, including:

- Locating quality Social Work distance classes so that students can complete their program in Yorkton. This group of students constitutes the highest user of online and televised programs in our area;
- Continuing to be an active member in the CS Policy Programs and Planning Committee and participating in the selection of potential courses to be developed by the aforementioned institutions. As a result of the Regional Colleges TEL pilots, we are set up to support online synchronous and asynchronous delivery and SCN offerings from the U of R, U of S and SIAST. We will provide learner support for students as these institutions continue to increase their offerings;
- Continuing to offer a comprehensive first and second year university program for U of R and U of S students;
- Continuing to offer complete degree programs such as the U of R Bachelor of Human Justice and Social Work Programs and the Master of Adult Education Program, as well as the U of S Bachelor of Sociology Program; and;
- Forming Regional College TEL coordinators/technology committee that will approach technology learning challenges from a mutually beneficial standpoint (Parkland Regional College Business Plan, 2006, P 42).

Highlighted activities performed by this work unit consist of those listed above including:

- Incorporating online material to augment face-to-face offerings using Moodle so that students can access class materials from home.

<b>KEY PERFORMANCE INDICATOR #1</b>			
<b>Number of Student Enrolments - expressed in terms of full load equivalents (FLE) for all credit and non-credit programs</b>	<b>Baseline (FLE's)</b>	<b>2006-07 Target (FLE's)</b>	<b>2006-07 Results (FLE's)</b>
a) Skills Training - Institute Credit	144	224.5	213
b) Skills Training - Industry Credit	96	95.8	157.8
c) Skills Training - Non-Credit	40	41.4	70.0
d) Basic Education - Credit	148	188.8	144.2
e) Basic Education - Non-Credit	80	89.5	66.1
f) University - Credit	82	82.5	69.8

<b>KEY PERFORMANCE INDICATOR #2</b>			
<b>Participation, Employment, and Continued to Take Further Training Rates for Aboriginal Students (In %'s, Credit Programs Only)</b>	<b>Baseline (%)</b>	<b>2006-07 Target (%)</b>	<b>2006-07 Results (%)</b>
<b>2A. Aboriginal Participation (Enrolment) Rate</b> <i>(Full-time/Part-time)</i>			
a) Skills Training - Institute Credit	25	29	27
b) Skills Training - Industry Credit	22	20	19
c) Adult Basic Education - Credit	65	63	61
d) University - Credit	15	18	17
<b>2B. Graduation Rates of Aboriginal Persons</b> <i>(Full-time /Part-time)</i>			
a) Skills Training - Institute Credit			
i) As % of Graduates	14	15	27
ii) As % of Aboriginal Enrollments	13	15	36
b) Skills Training - Industry Credit			
i) As % of Graduates	43	n/a	16
ii) As % of Aboriginal Enrollments	94	n/a	75
c) Basic Education - Credit			
i) As % of Graduates	64	65	51
ii) As % of Aboriginal Enrollments	17	20	14
<b>2C. Aboriginal Employment Rate</b>			
a) Skills Training - Institute Credit (Full Time)	63	70	67
b) Skills Training - Industry Credit (Full Time) <i>No FT Industry students</i>	n/a	n/a	n/a
c) Adult Basic Education - Credit (Full Time)	67	70	67
<b>2D. Aboriginal Continued to Further Training</b>			
a) Skills Training - Institute Credit (Full Time)	34	34	25
b) Skills Training - Industry Credit (Full Time) <i>No FT Industry students</i>	n/a	n/a	n/a
c) Adult Basic Education - Credit (Full Time)	77	77	70

<b>KEY PERFORMANCE INDICATOR #3</b>			
<b>Number of Graduates/Completers for all Credit Programs (in #'s of students)</b>	<b>Baseline (# of students)</b>	<b>2006-07 Target (# of students)</b>	<b>2006-07 Results (# of students)</b>
<b>3A. Number of Graduates</b> <i>(Full-Time/Part-Time)</i>			
a) Skills Training - Institute Credit	86	110	150
b) Skills Training - Industry Credit	300	n/a	287
c) Adult Basic Education - Credit	51	51	51
<b>3B. Number of Completers</b> <i>(Full-Time/Part-Time)</i>			
a) Skills Training - Institute Credit	244	244	217
b) Skills Training - Industry Credit	77	77	27
c) Adult Basic Education - Credit	129	135	118

<b>KEY PERFORMANCE INDICATOR #4</b>			
<b>Participation, Employment, and Continued to Take Further Training Rates for All Students (In %'s, Credit Programs Only)</b>	<b>Baseline (%s)</b>	<b>2006-07 Target (%s)</b>	<b>2006-07 (%s)</b>
<b>4A. Participation (Enrolment) Rate</b> <i>(Full-time/Part-time)</i>			
a) Skills Training - Institute Credit	40	36	35
b) Skills Training - Industry Credit	9	13	26
c) Adult Basic Education - Credit	33	32	25
d) University - Credit	18	19	14
<b>4B. Graduation Rates of Students****</b> <i>(Full-time/Part-time)</i>			
a) Skills Training - Institute Credit			
i) As % of Enrollments	23	30	35
b) Skills Training - Industry Credit			
i) As % of Enrollments	92	n/a	90
c) Basic Education - Credit			
i) As % of Enrollments	17	17	17
<b>4C. Employment Rate</b>			
a) Skills Training - Institute Credit (Full Time)	75	80	93
b) Skills Training - Industry Credit (Full Time) <i>No FT Industry students</i>	n/a	n/a	n/a
c) Adult Basic Education - Credit (Full Time)	71	70	75
<b>4D. Continued to Further Training Rates</b>			
a) Skills Training - Institute Credit (Full Time)	49	50	77
b) Skills Training - Industry Credit (Full Time) <i>No FT Industry students</i>	n/a	n/a	n/a
c) Adult Basic Education - Credit (Full Time)	88	80	74

KEY PERFORMANCE INDICATOR #5			
	Baseline (\$'s)	2006-07 Target (\$'s)	2006-07 Results (\$'s)
JobStart/Future Skills Investment (In Contract \$ Received)	\$200,000	\$293,000	\$370,248

KEY PERFORMANCE INDICATOR #6			
	Baseline (\$'s)	2006-07 Target (\$'s)	2006-07 Results (\$'s)
Total Contractual Revenue (In Contract \$ Received)	\$600,000	\$946,200	\$582,019

\*\*\*\*Graduation rates are shown as a percentage of full-time and part-time enrolments.  
 The majority of part-time enrolments are "Completed" rather than "Graduated".  
 Graduation rates based on full-time enrolments only are significantly higher:

Skills Training-Institute Credit (full-time graduation rate) 62%  
 Basic Education Credit (full-time graduation rate) 23%

TABLE 1  
Comprehensive Enrollment by Program Groups for the Whole College

		Actuals							
		2005-2006				2006-2007			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	<b>Institute Credit:</b>								
	SIAS	122	284	2	169.6	153	239	2	163.6
	Other: SIIT					12			6.3
	Apprenticeship & Trade	11	0	0	12.4	13	15		43.6
	<b>Total Institute Credit</b>	<b>133</b>	<b>284</b>	<b>2</b>	<b>182.0</b>	<b>178</b>	<b>254</b>	<b>2</b>	<b>213.5</b>
	<b>Industry Credit:</b>								
	<b>Total Industry Credit</b>	<b>0</b>	<b>422</b>	<b>756</b>	<b>189.3</b>	<b>0</b>	<b>318</b>	<b>777</b>	<b>157.8</b>
	<b>Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)</b>								
	<b>Total Non-Credit</b>	<b>0</b>	<b>83</b>	<b>601</b>	<b>54.1</b>	<b>0</b>	<b>140</b>	<b>519</b>	<b>70.5</b>
<b>TOTAL SKILLS TRAINING</b>		<b>133</b>	<b>789</b>	<b>1,359</b>	<b>425.4</b>	<b>178</b>	<b>712</b>	<b>1,298</b>	<b>441.8</b>
BASIC EDUCATION	<b>BE Credit:</b>								
	Adult 12	92	88	0	89.2	81	70		73.8
	Adult 10	80	49	0	67.0	88	47		64.4
	Academic GED	0	31	0	3.6	0	21		6.0
	<b>Total BE Credit</b>	<b>172</b>	<b>168</b>	<b>0</b>	<b>159.8</b>	<b>169</b>	<b>138</b>		<b>144.2</b>
	<b>BE Non-Credit:</b>								
	Employability/Life Skills	20	53	0	40.7	1	34		11.6
	English Language Training	0	16	0	5.4	0	30		7.5
	General Academic Studies	10	54	0	22.7	10	38		13.8
	Literacy	0	58	0	59.1	0	81		33.2
	<b>Total BE Non-Credit</b>	<b>30</b>	<b>181</b>	<b>0</b>	<b>127.8</b>	<b>11</b>	<b>183</b>		<b>66.1</b>
<b>TOTAL BASIC EDUCATION</b>		<b>202</b>	<b>349</b>	<b>0</b>	<b>287.6</b>	<b>180</b>	<b>321</b>		<b>210.3</b>
UNIVERSITY	<b>Total University</b>	<b>70</b>	<b>123</b>	<b>0</b>	<b>83.0</b>	<b>64</b>	<b>106</b>		<b>69.8</b>
<b>TOTAL ENROLLMENT</b>		<b>405</b>	<b>1,261</b>	<b>1,359</b>	<b>796.0</b>	<b>422</b>	<b>1,139</b>	<b>1,298</b>	<b>722.0</b>

2006-2007 results as of November 15, 2007

**Notes for Tables 1 to 1E Inclusive:**

1. Industry Credit full-time CISCO program ended Fall 2006 and in 2006-07 year we offered the Institute Credit program Computer Networking Technician instead (Table 1E as well).
2. BE Credit and BE Non-Credit participant hours calculation has changed in 2006-07. There is no change to distinct enrolment counts anywhere.
3. When program sessions are delivered over two program years, participation in each year will be determined by the courses delivered in each of the two years.
4. Literacy projects' enrollments are only reflected in these charts, not services. More enrollments in 2006-07 but fewer hours per person.

PT - Part Time  
FT - Full Time  
FLE - Full Load Equivalent

See Glossary for definition of terms

TABLE 1A  
Enrollment by Program Groups for Canora Campus



Canora Campus

Program Groups		Actuals							
		2005-2006				2006-2007			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	<b>Institute Credit:</b>								
	SIAS	0	50	1	12.4	0	54	1	13.4
	Other								
	Apprenticeship & Trade								
	<b>Total Institute Credit</b>	0	50	1	12.4	0	54	1	13.4
	<b>Industry Credit:</b>								
	<b>Total Industry Credit</b>	0	77	184	34.6	0	54	140	26.2
	<b>Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)</b>								
	<b>Total Non-Credit</b>	0	7	50	4.8	0	19	52	10.2
	<b>TOTAL SKILLS TRAINING</b>	0	134	235	51.8	0	127	193	49.8
BASIC EDUCATION	<b>BE Credit:</b>								
	Adult 12								
	Adult 10					14	6		8.9
	Academic GED	0	15	0	2.2				
	<b>Total BE Credit</b>	0	15	0	2.2	14	6		8.9
	<b>BE Non-Credit:</b>								
	Employability/Life Skills								
	English Language Training								
	General Academic Studies					0	6		0.5
	Literacy					0	15		5.0
	<b>Total BE Non-Credit</b>					0	21		5.5
	<b>TOTAL BASIC EDUCATION</b>	0	15	0	2.2	14	27		14.4
UNIVERSITY	<b>Total University</b>	0	1	0	0.2	0	6		1.2
	<b>TOTAL ENROLLMENT</b>	0	150	235	54.2	14	160	193	65.4

2006-2007 results as of November 15, 2007

PT - Part Time  
FT - Full Time  
Cas - Casual  
FLE - Full Load Equivalent



# Enrollment by Program Group

TABLE 1B  
Enrollment by Program Groups for Esterhazy Campus



Esterhazy Campus

	Program Groups	Actuals							
		2005-2006				2006-2007			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	<b>Institute Credit:</b>								
	SIAST	0	16	0	2.4	0	14		2.0
	Other								
	Apprenticeship & Trade	11	0	0	12.4	0	15		15.0
	<b>Total Institute Credit</b>	11	16	0	14.8	0	29		17.0
	<b>Industry Credit:</b>								
	<b>Total Industry Credit</b>	0	6	15	2.2	0	0	36	1.5
	<b>Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)</b>								
	<b>Total Non-Credit</b>	0	11	59	10.5	0	2	30	2.2
	<b>TOTAL SKILLS TRAINING</b>	11	33	74	27.5	0	31	66	20.7
BASIC EDUCATION	<b>BE Credit:</b>								
	Adult 12	6	7	0	6.3	8	9		7.7
	Adult 10	9	5	0	7.8	5	5		4.5
	Academic GED								
	<b>Total BE Credit</b>	15	12	0	14.1	13	14		12.2
	<b>BE Non-Credit:</b>								
	Employability/Life Skills								
	English Language Training								
	General Academic Studies								
	Literacy								
	<b>Total BE Non-Credit</b>								
	<b>TOTAL BASIC EDUCATION</b>	15	12	0	14.1	13	14		12.2
UNIVERSITY	<b>Total University</b>	0	2	0	0.2	0	2	0	0.3
<b>TOTAL ENROLLMENT</b>		26	47	74	41.8	13	47	66	33.2

2006-2007 results as of November 15, 2007

PT - Part Time  
FT - Full Time  
Cas - Casual  
FLE - Full Load Equivalent



TABLE 1C  
Enrollment by Program Groups for Fort Qu'Appelle Campus



Fort Qu'Appelle  
Campus

Program Groups	Actuals							
	2005-2006				2006-2007			
	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
<b>SKILLS TRAINING</b>								
Institute Credit:								
SIAS	0	63	1	13.0	0	79		12.9
Other: SIIT					12	0		6.3
Apprenticeship & Trade					13	0		28.6
<b>Total Institute Credit</b>	<b>0</b>	<b>63</b>	<b>1</b>	<b>13.0</b>	<b>25</b>	<b>79</b>		<b>47.8</b>
Industry Credit:								
<b>Total Industry Credit</b>	<b>0</b>	<b>19</b>	<b>9</b>	<b>4.5</b>	<b>0</b>	<b>32</b>	<b>68</b>	<b>22.9</b>
Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
<b>Total Non-Credit</b>	<b>0</b>	<b>1</b>	<b>43</b>	<b>1.7</b>	<b>0</b>	<b>0</b>	<b>51</b>	<b>2.9</b>
<b>TOTAL SKILLS TRAINING</b>	<b>0</b>	<b>83</b>	<b>53</b>	<b>19.2</b>	<b>25</b>	<b>111</b>	<b>119</b>	<b>73.6</b>
<b>BASIC EDUCATION</b>								
BE Credit:								
Adult 12	18	22	0	19.0	21	3		16.2
Adult 10	16	16	0	14.8	19	8		12.5
Academic GED	0	9	0	0.3	0	9		2.0
<b>Total BE Credit</b>	<b>34</b>	<b>47</b>	<b>0</b>	<b>34.1</b>	<b>40</b>	<b>20</b>		<b>30.7</b>
BE Non-Credit:								
Employability/Life Skills	6	0	0	3.3				
English Language Training								
General Academic Studies	10	30	0	21.2	10	11		11.8
Literacy					0	15		1.9
<b>Total BE Non-Credit</b>	<b>16</b>	<b>30</b>	<b>0</b>	<b>24.5</b>	<b>10</b>	<b>26</b>		<b>13.7</b>
<b>TOTAL BASIC EDUCATION</b>	<b>50</b>	<b>77</b>	<b>0</b>	<b>58.6</b>	<b>50</b>	<b>46</b>		<b>44.4</b>
<b>UNIVERSITY</b>								
<b>Total University</b>	<b>1</b>	<b>20</b>	<b>0</b>	<b>3.8</b>	<b>0</b>	<b>9</b>		<b>1.2</b>
<b>TOTAL ENROLLMENT</b>	<b>51</b>	<b>180</b>	<b>53</b>	<b>81.6</b>	<b>75</b>	<b>166</b>	<b>119</b>	<b>119.2</b>

2006-2007 results as of November 15, 2007

PT - Part Time  
FT - Full Time  
Cas - Casual  
FLE - Full Load Equivalent

TABLE 1D  
Enrollment by Program Groups for Melville Campus



Melville Campus

Program Groups		Actuals							
		2005-2006				2006-2007			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	<b>Institute Credit:</b>								
	SIAST	34	29	1	33.8	31	40	2	33.0
	Other								
	Apprenticeship & Trade								
	<b>Total Institute Credit</b>	34	29	1	33.8	31	40	2	33.0
	<b>Industry Credit:</b>								
	<b>Total Industry Credit</b>	0	33	130	27.6	0	19	59	12.5
	<b>Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)</b>								
	<b>Total Non-Credit</b>	0	1	33	2.1	0	5	35	2.4
	<b>TOTAL SKILLS TRAINING</b>	34	63	164	63.5	31	64	96	47.9
BASIC EDUCATION	<b>BE Credit:</b>								
	Adult 12	5	14	0	6.5	5	11		7.4
	Adult 10	17	13	0	17.1	15	10		12.3
	Academic GED					0	12		4.1
	<b>Total BE Credit</b>	22	27	0	23.6	20	33		23.8
	<b>BE Non-Credit:</b>								
	Employability/Life Skills								
	English Language Training								
	<b>Total BE Non-Credit</b>					0	5		0.4
	<b>TOTAL BASIC EDUCATION</b>	22	27	0	23.6	20	38		24.2
UNIVERSITY	<b>Total University</b>	0	13	0	2.6	0	4		0.6
	<b>TOTAL ENROLLMENT</b>	56	103	164	89.7	51	106	96	72.7

2006-2007 results as of November 15, 2007

PT - Part Time  
FT - Full Time  
Cas - Casual  
FLE - Full Load Equivalent

TABLE 1E  
Enrollment by Program Groups for Yorkton Campus



Yorkton Campus

Program Groups		Actuals							
		2005-2006				2006-2007			
		Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	Institute Credit:								
	SIAS	88	144	0	108.0	122	81	1	102.3
	Other								
	Apprenticeship & Trade								
	Total Institute Credit	88	144	0	108.0	122	81	1	102.3
	Industry Credit:								
	Total Industry Credit	0	268	496	120.4	0	213	510	94.8
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
BASIC EDUCATION	Total Non-Credit	0	60	426	35.2	0	115	357	52.8
	TOTAL SKILLS TRAINING	88	472	922	263.6	122	409	868	249.9
	BE Credit:								
	Adult 12	63	47	0	57.4	47	47		42.4
	Adult 10	38	15	0	27.4	37	18		26.1
	Academic GED	0	7	0	1.1				
	Total BE Credit	101	69	0	85.9	84	65		68.5
	BE Non-Credit:								
	Employability/Life Skills	14	53	0	37.4	1	34		11.6
	English Language Training	0	16	0	5.4	0	30		7.5
	General Academic Studies	0	24	0	1.4	0	16		1.1
	Literacy	0	58	0	59.1	0	54		26.3
	Total BE Non-Credit	14	151	0	103.3	1	134		46.5
	TOTAL BASIC EDUCATION	115	220	0	189.2	85	199		115.1
UNIVERSITY	Total University	66	101	0	76.2	62	95		66.5
TOTAL ENROLLMENT		269	793	922	529.8	269	703	868	431.5

2006-2007 results as of November 15, 2007

PT - Part Time  
FT - Full Time  
Cas - Casual  
FLE - Full Load Equivalent

# Equity Participation

TABLE 2  
Equity Participation by Program Groups for the Whole College

Program Groups	Actuals																										
	2005-2006									2006-2007									2006-2007								
	Aboriginal			Visible Minority			Disability			Total Enrollment			Aboriginal			Visible Minority			Disability			Total Enrollment			Aboriginal		
	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
<b>SKILLS TRAINING</b>																											
Institute Credit:																											
SIAT	26	85	0	4	9	0	2	3	0	122	284	2	21	69	0	2	5	0	9	3	0	153	239	2			
Other SFT													12	0	0	0	0	0	0	0	0	12	0	0			
Apprenticeship & Trade	0	0	0	0	0	0	0	0	0	11	0	0	13	0	0	2	0	0	1	0	0	13	15	0			
Total Institute Credit	26	85	0	4	9	0	2	3	0	133	284	2	46	69	0	4	5	0	10	3	0	178	254	2			
Industry Credit:																											
Total Industry Credit	0	97	79	0	18	6	0	9	6	0	422	756	0	61	70	0	4	6	0	8	7	0	318	777			
Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																											
Total Non-Credit	0	16	27	0	1	1	0	1	2	0	83	601	0	23	39	0	1	1	0	2	6	0	140	519			
<b>TOTAL SKILLS TRAINING CREDIT</b>	26	101	106	4	20	7	2	13	8	133	769	1,399	46	153	109	4	10	7	10	13	13	178	712	1,298			
<b>BASIC EDUCATION</b>																											
Basic Education Credit:																											
Adult 12	53	48	0	5	5	0	7	4	0	92	88	0	46	21	0	2	2	0	2	5	0	81	70	0			
Adult 10	53	32	0	2	2	0	6	1	0	80	49	0	65	35	0	5	1	0	6	1	0	88	47	0			
Academic GED	0	24	0	0	2	0	0	2	0	0	31	0	0	21	0	0	0	0	0	0	0	0	21	0			
Total BE Credit	106	104	0	7	9	0	13	7	0	172	168	0	111	77	0	7	3	0	8	6	0	169	138	0			
Basic Education Non-Credit:																											
Employability / Life Skills	10	19	0	0	7	0	1	4	0	20	53	0	0	17	0	0	1	0	0	5	0	1	34	0			
English Language Training	0	0	0	0	8	0	0	0	0	0	16	0	0	0	0	13	0	0	0	0	0	0	30	0			
General Academic Studies	9	27	0	0	1	0	2	2	0	10	54	0	10	20	0	0	1	0	1	1	0	10	38	0			
Literacy	0	43	0	0	3	0	0	0	0	0	58	0	0	55	0	0	5	0	0	12	0	0	81	0			
Total BE Non-Credit	19	89	0	0	19	0	3	15	0	30	181	0	10	92	0	0	20	0	1	18	0	11	183	0			
<b>TOTAL BASIC EDUCATION</b>	125	193	0	7	28	0	16	22	0	202	349	0	121	169	0	7	23	0	9	24	0	180	321	0			
<b>UNIVERSITY</b>	13	32	0	1	6	0	3	2	0	70	123	0	16	13	0	2	4	0	1	5	0	64	106	0			
<b>TOTAL ENROLLMENT</b>	164	423	106	12	54	7	21	37	8	405	1,261	1,399	183	338	109	13	37	7	20	42	13	422	1,139	1,298			

2006-2007 results as of November 15, 2007

PT - Part Time  
FT - Full Time  
Cas - Casual

## Notes for Tables 2 & 4:

1. Equity statistics are not collected for Short Study Industry Credit and Skills Training Non-Credit programs.
2. Equity statistics are voluntary and only students willing to declare were reported.



TABLE 3  
Student Success by Program Groups For the Whole College

		Actuals																											
		2005-2006												2006-2007															
Program Groups		Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training			Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training						
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	
Skills Training	Institute Credit:																												
	SIAS	12	235	2	91	15	0	59	30	0	23	10	0	12	190	2	91	40	0	66	16	0	20	4	0				
	Other: SIFT													0	0	0	8	0	0	1	0	0	0	0	0				
	Apprenticeship & Trade	11	0	0	0	0	0	0	0	0	0	0	0	0	15	0	11	0	0	4	12	0	0	0	0				
	Total Institute Credit	23	235	2	91	15	0	59	30	0	23	10	0	12	205	2	110	40	0	71	28	0	20	4	0				
	Industry Credit:																												
	Total Industry Credit	0	80	42	0	388	723	0	15	0	0	0	0	0	27	7	0	287	766	0	21	0	0	0	0				
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																												
	Total Non-Credit	0	82	599	0	0	0	0	0	0	0	0	0	0	139	518	0	0	0	0	9	0	0	0	0	0			
	TOTAL SKILLS TRAINING		23	397	643	91	483	723	59	45	0	23	10	0	12	371	527	110	327	766	71	58	0	20	4	0			
Basic Education	Basic Education Credit:																												
	Adult 12	49	27	0	20	3	0	23	12	0	36	15	0	45	28	0	20	8	0	26	15	0	30	18	0				
	Adult 10	20	19	0	33	1	0	5	4	0	37	13	0	39	6	0	19	2	0	11	1	0	36	5	0				
	Academic GED	0	28	0	0	2	0	0	10	0	0	0	0	0	15	0	0	2	0	0	11	0	0	2	0				
	Total BE Credit	69	74	0	53	6	0	28	26	0	73	28	0	84	49	0	39	12	0	37	27	0	66	25	0				
	Basic Education Non-Credit:																												
	Employability/Life Skills	13	42	0	0	0	0	9	23	0	1	2	0	1	28	0	0	0	0	1	9	0	0	0	0				
	English Language Training	0	14	0	0	0	0	0	4	0	0	8	0	0	24	0	0	0	0	0	5	0	0	12	0				
	General Academic Studies	9	44	0	0	0	0	5	30	0	2	5	0	6	31	0	0	0	0	0	18	0	3	5	0				
	Literacy	0	17	0	0	0	0	0	1	0	0	14	0	0	38	0	0	0	0	0	11	0	0	18	0				
	Total BE Non-Credit	22	117	0	0	0	0	14	58	0	3	29	0	7	121	0	0	0	0	1	43	0	3	35	0				
	TOTAL BASIC EDUCATION		91	191	0	53	6	0	42	84	0	76	57	0	91	170	0	39	12	0	38	70	0	69	60	0			
UNIVERSITY	Total University	65	120	0	0	0	0	0	0	0	0	0	0	59	105	0	0	0	0	0	0	0	0	0	0				
TOTAL ENROLLMENT		179	708	643	144	489	723	101	129	0	99	67	0	162	646	527	149	339	766	109	128	0	89	64	0				

2006-2007 results as of November 15, 2007  
Note: CAS = Casual

**Completed** = the total number of students who completed course requirements or remained to the end of the program.

**Graduated** = the number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution or recognized by industry.



Leanna Bugiera, recipient of the RBC Foundation Centennial Merit Scholarship Program Award and presenter Craig Czinkota of RBC.

#### Notes for Tables 3 & 4:

1. We do not 'Graduate' University and part-time institute credit programs, all are under completed columns for both academic years.
2. We do not do follow-up for University, part-time institute credit, skills training non-credit and short study industry credit programs.
3. If more than one type of follow-up is reported for an individual in a program group, enrolment is counted once and they are counted once under each type of follow-up.

# Equity Participation

TABLE 4

Equity Participation Completers and Graduates by Program Group for the Whole College

SKILLS TRAINING	Actuals														
	2005-2006						2006-2007								
	Aboriginal		Visible Minority		Disability		Aboriginal		Visible Minority		Disability				
E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	
Industrie Credit:															
SIASIT	111	60	29	13	8	1	90	51	22	7	5	1	12	5	3
Other SIT	0	0	0	0	0	0	12	0	8	0	0	0	0	0	0
Apprenticeship & Trade	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Industrie Credit	111	60	29	13	8	1	115	51	41	9	5	3	13	5	6
Industry Credit:															
Total Industrie Credit	176	22	165	16	5	14	15	2	14	131	13	112	10	1	9
Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)															
Total Non Credit	43	43	0	2	2	0	3	3	0	62	61	0	2	2	0
TOTAL SKILLS TRAINING CREDIT	330	125	194	31	15	15	23	8	15	308	125	153	21	8	12
BASIC EDUCATION															
Adult 12	101	30	10	10	1	1	11	7	2	67	28	11	4	3	0
Adult 10	85	23	4	0	0	0	7	2	2	100	30	13	6	3	0
Adult 21	24	21	2	2	2	0	2	1	1	21	15	2	0	0	0
Academic GED	210	74	35	16	3	1	28	18	5	188	73	24	19	6	0
Total BE Credit	310	74	35	16	3	1	28	18	5	188	73	24	19	6	0
Basic Education Non-Credit:															
Employability/Life Skills	29	16	0	7	4	0	5	2	0	17	8	0	1	1	0
English Language Training	0	0	0	8	6	0	0	0	0	0	0	0	13	12	0
General Academic Studies	36	29	0	1	1	0	4	3	0	30	20	0	1	1	0
Literacy	43	8	0	3	1	0	9	4	0	55	23	0	5	5	0
Total BE Non-Credit	108	53	0	19	12	0	18	9	0	102	51	0	20	19	0
TOTAL BASIC EDUCATION	318	127	35	35	15	1	38	19	5	290	124	24	30	25	0
UNIVERSITY	45	43	0	7	5	0	5	5	0	29	28	0	6	6	0
TOTAL ENROLLMENT	693	295	229	73	35	16	66	32	28	627	277	179	57	39	12

2006-2007 results as of November 15, 2007

E = Total enrollment.

C = Completers (the total number of students who completed course requirements or remained to the end of the program).

G = Graduates (the total number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution or recognized by industry).



Tiffany Redman, recipient of the Painted Hand Community Development Corporation Centennial Merit University Entrance Scholarship Award and presenter Stan Bobb of Painted Hand Community Development Corporation.

TABLE 5

Work based Training for the Whole College within the Program Year July 1, 2006 to June 30, 2007.

Program Year	Distinct Employers	Contracts	Distinct Trainees	Trainee Outcomes				Department Funding (Paid Dollars)
				In Progress	Completed Successfully	Completed Unsuccessfully	Did Not Complete	
2004-05	19	22	56	0	39	8	9	\$171,826
2005-06	20	28	121	0	110	3	9	\$386,091
* 2006-07	26	33	128	44	65	10	9	\$395,670

\* 2006-07 Program results will appear inconsistent with previous years as contracts are still "in-progress" and information is still being processed

**Notes:**

1. Program year is based on contract start date between July 1<sup>st</sup> and June 30<sup>th</sup> of a given year.
2. Results included both Work based Training for the Unemployed (WTU) and Work based Training for the Employed (WTE) contracts.
3. Department funding includes dollars paid to employer and then reimbursed by Department of Advanced Education and Employment, excluding any administration fees.
4. All counts of trainees are based upon unique individuals.
5. Query results run on October 30, 2007.



## Human Resources

### Major Initiatives

An apparent highlight of the 2006 - 2007 program year is certainly evident in the HR Statistical Report. Parkland College has realized significant growth over the past year. Although many of the 198 staff members counted were part-time, the total FTE reached 79.3 which was an increase of approximately 5 FTE over last year. This increase is partly due to the mid year increase in program funding that was realized in 2006-2007.

With this increase in staff, the College has also begun to feel the effects of the current labour shortage and has experienced some difficulty in recruiting over the past year. Most of these difficulties have been experienced in recruiting instructors and more senior positions within the college structure. With the current labour market climate being as competitive as it is, the College will need to consider strategies in the future on how to improve retention of staff, and will need to re-examine the current recruitment strategies that are in place.

2006-2007 also saw the signing of a new Collective Bargaining Agreement, therefore concluding contract negotiations with the unionized employees until the end of August, 2009. With this agreement, significant salary increases were realized and some new monetary initiatives were incorporated into the agreement. For the first time, College employees received a signing bonus and have also been given the opportunity to earn a long service increment at 15 years of service. Changes such as these will be positive in terms of recruitment and retention of staff.



Position and Classification	# of Employees	FTE's
<i>In-Scope</i>		
Chief Executive Officer	1	0.67
Director of Programs	2	1.42
Director of Finance & Administration	2	0.66
Director of Human Resources	2	0.72
Executive Assistant	1	1.00
<i>In-Scope</i>		
Coordinators Level 8	6	5.22
Coordinators Level 7	4	2.12
Coordinators Level 6	4	2.57
E-Learning Consultant Level 6	1	0.36
Consultants Level 6	8	5.26
Facilitator Level 6	3	1.12
Work Experience Coordinator Level 5	1	1.00
Information Technician Level 5	2	1.53
Counsellor Level 7	1	1.00
Counsellor Level 6	8	5.53
Advisors, Level 5	3	1.31
Registration Clerk Level 5	1	1.00
Program Assistant Level 4	13	9.38
Clerical Level 3	2	1.34
Accounting Clerk Level 5	1	1.00
Accounting Clerk Level 4	3	2.07
Clerical Level 2	5	1.306
Facility Operator Level 3	1	1.00
Janitor Level 2	3	1.21
SCN Attendant Level I	1	0.09
Learning Specialist	1	1.06
Instructors (Paid or in-scope grid)	75	25.29
Aids and Tutors	32	2.87
Level 2 Casual	3	0.02
Level 1 Casual	8	0.18
<b>Total</b>	<b>198</b>	<b>79.306</b>

CID and contract instructors not included.



## Out of Scope

Chantal Blommaert  
Sonja Gehl  
Richard Klyne  
Dara McMunn  
Fay Myers  
Rhoda Seidler

Director of Finance and Administration  
Director of Programs, Skills Training  
Director of Programs, Academics  
Human Resources Consultant  
Chief Executive Officer  
Executive Assistant

Kris Johnson  
Elaine Josephson  
Gwen Just  
Carla Kaeding

Michelle Kaeding  
Angelina Kardynal  
Carmella Kirschman-Lutz  
Shayne Kreitzer

Computer Networking Technician Instructor  
Adult Basic Education Instructor  
Instructor (Office Education)  
Business Year I / Office Education  
Instructor  
Program Assistant  
Marketing Manager  
Cosmetologist Instructor  
Computer Networking Technician  
Instructor

Adult Basic Education Instructor  
Training Consultant  
Industry Programs Manager  
Instructor (ABE - Transition Studies)  
Learning Center Tutor  
SCN/Clerical  
Career & Student Support Services  
Manager  
Facilitator / Post-Secondary Recruitment  
Officer

SCN/Clerical  
Adult Basic Education Instructor  
Literacy Coordinator  
Adult Basic Education Instructor  
Business Year II Instructor  
Welding Instructor  
Adult Basic Education Instructor  
Program Assistant  
Welding Instructor  
Marketing Manager  
Career & Student Support Services  
Counsellor

Adult Basic Education Instructor  
Head Janitor  
SIAST & Institute Programs Manager  
Information Systems Technician Support  
Adult Basic Education Instructor  
Continuing Care Assistant Instructor  
Adult Basic Education Instructor  
Practical Nursing Instructor  
SCN/ Clerical/Accounting Clerk  
SCN/Clerical  
Accounting Clerk (Summer Student)  
Training Consultant (General Leave)  
Heavy Equipment Operator Instructor  
University Programs / TEL Manager  
Saturday Support  
Heavy Equipment Operator Instructor  
Continuing Care Assistant Module  
Instructor

Adult Basic Education Instructor  
Business Year I Instructor  
Clerical Program Assistant  
Work Experience Coordinator  
Facilitator  
Program Assistant / CASS Advisor  
Training Consultant  
SCN Attendant  
Training Consultant  
Adult Basic Education Instructor  
Practical Nursing Instructor

## In Scope

Paul Adams  
Roxanne Alstad  
Laura Anderson

Sunshine Asapace  
Delores Badger

Donald Bahrey  
Peg Beaton

Sarah Bequet  
George Beddome  
Patty Benjamin  
Carol Bobowski  
Maureen Broda  
Connie Brown  
Katherine Brown  
Elaine Buchholzer  
Lisa Cadieux de Larios

Chesley Chartrande  
Karen Choquette  
Michelle Clarke  
David Cote  
Mona Daniel  
Jill Datema

Javan Davis

Catherine Degryse  
Deloris Delorme  
Kami DePape  
Michelle Eckhart  
Veronica Enns  
Barbara Evans  
Sharon Evans  
Tanya Fawcett  
Sherilyn Fenwick  
Tamela Flasch  
Peter Franck  
Glenda Gascho  
Rosemarie Glowa

Jason Goetting  
Gail Gorchynski

Maxine Gordon  
Robert Haacke  
Terry Heshka  
Bernadette Holland  
Dale Holstein  
Ruth Iluk  
Dorothy Jackson

Alma Jensen

Evening Janitor  
Program Assistant  
Office Education Instructor /  
E-Learning Coordinator  
Program Assistant  
Career & Student Support Services  
Counsellor  
Adult Basic Education Coordinator  
Career & Student Support Services  
Counsellor  
Learning Centre Tutor  
Adult Basic Education Instructor  
SCN/Clerical  
Student Counsellor  
Registration Clerk  
SIAST & Institute Programs Coordinator  
Cosmetologist Instructor  
Program Assistant  
SIAST & Institute Programs Coordinator /  
Early Childhood Education Instructor  
Janitor  
SCN Attendant  
Adult Basic Education Instructor  
Heavy Equipment Operator Instructor  
Program Assistant  
Clerical Program Assistant (*Family  
Leave*)  
SIAST & Institute Programs Coordinator /  
Business Year II Instructor  
Program Assistant  
Training Consultant  
Adult Basic Education Manager  
Facilitator  
Adult Basic Education Instructor  
Practical Nursing Instructor  
Program Assistant  
Accounting Clerk, Payroll  
Continuing Care Assistant Instructor  
Early Childhood Education Instructor  
Rural Apprenticeship Consultant  
CASS Advisor  
Career & Student Support  
Services Counsellor  
Information Systems Technician Support  
Career & Student Support Services  
Counsellor  
Program Assistant  
Industrial Mechanics Instructor  
Adult Basic Education Instructor  
Learning Specialist  
Training Consultant  
Accounting Clerk  
Career & Student Support Services  
Counsellor / Office Management Instructor  
Clerical Program Assistant

Nadine Kreklewich  
Cheryl Kustra  
Darrell Landels  
Dianne LaRocque  
Sarah Lipoth  
Marion Littlewolfe  
Susan Lyons

Gwen Machnee

Beatrice Malach  
Shirley May  
Carol McCullough  
Kathleen McDonald  
Barry Miller  
Blaine Miller  
Leah Minarik  
Charlotte Morris  
Dennis Muzyka  
Alicia Myall  
Donna Neyedley

Marguerite O'Hagan  
David Parnetta  
Larry Pearen  
Nathan Penner  
Sandy Persick  
Iris Phillips  
Margaret Purich  
Jackie Rohatensky  
Sharon Rokosh  
Sharon Rurak  
Lindsay Seidler  
Brian Shul  
Verle Sproull  
Shawn Stoneham  
Karen Stoneham  
Dave Thomas  
Lorraine Tochor

Lurene Turgeon  
Donna Vranai  
Betty Waugh  
Robert Weber  
Marianne Weber  
Jill Whiting  
Wendy Wilson  
Kerryann Wiwcharuk  
Doug Wood  
Gerry Yacishyn  
Carolee Zom



*Government of the Province of Saskatchewan  
Advanced Education and Employment*

*Parkland Regional College  
Financial Statements*

*For the Year Ended  
June 30, 2007*

## *Contents*

- I. Statement of Management Responsibility
- II. Auditors Report
- III. Statement of Financial Position
- IV. Statement of Operations
- V. Statement of Changes in Net Assets
- VI. Statement of Cash Flows
- VII - XI. Notes to Financial Statements
- XII. Schedule of Operating Fund Revenues by Function
- XIII. Schedule of Operating Fund Expenses by Function
- XIV. Schedule of Operating Expenses



## **PARKLAND Regional College**

### **Statement of Management Responsibility**

The financial statements have been prepared by management in accordance with Canadian generally accepted accounting principles and are in compliance with the provisions of legislation and related authorities. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. Financial statements are not precise because they include certain amounts based on estimates and judgements.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, the management has developed and maintains a system of internal control designed to provide reasonable assurance that College assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of financial statements.

The Board of Directors of the College is responsible for the review and approval of the financial statements, and ensures management fulfils its financial reporting responsibilities. The Board meets with management and, as required, with the external auditors to discuss the results of audit examinations and financial reporting matters. The external auditors have full access to the Board with and without the presence of management.

The financial statements have been audited by Skilnick Besler Miller Moar & Co., Chartered Accountants. The Auditors' Report outlines the scope of their examination and provides their opinion on the fairness of the presentation of the information in the financial statements.

  
Chief Executive Officer

  
Director of Finance

August 24, 2007

***Skilnick Besler Miller Moar & Co.***  
***Chartered Accountants***

PARKLAND REGIONAL COLLEGE

AUDITORS' REPORT

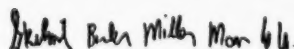
2007.

The Members of the Board  
Parkland Regional College  
MELVILLE, Saskatchewan

We have examined the statement of financial position of the Parkland Regional College as at June 30, 2007 and the statement of operations, statement of changes in net assets and statement of cash flows for the year then ended. The College is responsible for preparing these financial statements for Treasury Board's approval. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. These standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2007 and the results of its operations and cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.



SKILNICK BESLER MILLER MOAR & CO.  
Chartered Accountants

Melville, Saskatchewan  
August 24, 2007

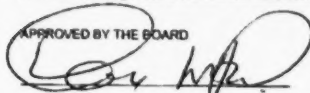
Statement of Financial Position  
as at June 30, 2007

Parkland Regional College  
Statement of Financial Position  
as at June 30, 2007

Statement 1

	2007			2006
	Operating Fund	Capital Fund	Total	Total
<b>Assets</b>				
Current Assets				
Cash	\$ 1,006,882	\$ 19,869	\$ 1,026,751	\$ 420,804
Accounts receivable (Notes 2 & 3)	548,902	202,000	748,902	620,353
Due from (to) other fund	202,000	(202,000)	-	-
Prepaid expenses	1,411	-	1,411	18,335
Short-term investments (Notes 5 & 10)	226,900	-	226,900	220,346
	1,984,185	19,869	2,004,054	1,279,838
Non-current Assets				
Long-term investments (Note 5)	228,362	-	228,362	442,039
Capital assets (Notes 2 & 4)	-	5,177,195	5,177,195	5,218,750
	<u>\$ 2,212,547</u>	<u>\$ 5,197,064</u>	<u>\$ 7,409,611</u>	<u>\$ 6,938,627</u>
<b>Liabilities</b>				
Current Liabilities				
Accrued salaries and benefits	\$ 407,995	\$ -	\$ 407,995	\$ 185,448
Accounts payable and accrued liabilities	414,515	-	414,515	218,429
Unearned revenue (Notes 2 & 6)	450,030	-	450,030	369,591
	<u>1,272,540</u>	<u>-</u>	<u>1,272,540</u>	<u>773,468</u>
<b>Net Assets</b>				
Invested in capital assets	-	5,177,195	5,177,195	5,218,750
Externally restricted (Note 7)	-	18,869	18,869	32,250
Internally restricted (Note 8)	703,805	-	703,805	678,029
Unrestricted	<u>236,202</u>	<u>-</u>	<u>236,202</u>	<u>238,121</u>
	<u>940,007</u>	<u>5,197,064</u>	<u>6,137,071</u>	<u>6,165,159</u>
	<u>\$ 2,212,547</u>	<u>\$ 5,197,064</u>	<u>\$ 7,409,611</u>	<u>\$ 6,938,627</u>

See accompanying notes to the financial statements

APPROVED BY THE BOARD  
  
David Stelmachowicz

Statement of Operations  
for the year ended June 30, 2007

Statement 2

Parkland Regional College  
Statement of Operations  
for the year ended June 30, 2007

	Operating Fund			Capital Fund		Totals	
	Budget (Note 9)	2007	2006	2007	2006	2007	2006
Revenues (Schedule 1)							
Advanced Education and Employment	\$ 4,276,614	\$ 5,682,374	\$ 4,327,369	\$ 154,198	\$ 90,076	\$ 5,836,572	\$ 4,417,445
Federal Government	13,182	14,702	12,540	-	-	14,702	12,540
Other revenue	3,328,961	2,595,496	2,777,295	-	15,000	2,595,496	2,792,295
	<u>7,618,757</u>	<u>8,292,572</u>	<u>7,117,204</u>	<u>154,198</u>	<u>105,076</u>	<u>8,446,770</u>	<u>7,222,280</u>
Expenses (Schedule 2)							
Agency contracts	1,022,447	1,719,458	1,481,882	-	-	1,719,458	1,481,882
Amortization	-	-	-	446,340	428,746	446,340	428,746
Equipment	153,724	178,999	190,978	-	-	178,999	190,978
Facilities	335,020	347,211	279,637	-	-	347,211	279,637
Information technology	78,100	30,227	25,112	-	-	30,227	25,112
Operating (Schedule 3)	839,323	924,669	834,831	-	-	924,669	834,831
Personal services	5,230,064	4,827,954	4,395,858	-	-	4,827,954	4,395,858
	<u>7,658,678</u>	<u>8,028,518</u>	<u>7,208,298</u>	<u>446,340</u>	<u>428,746</u>	<u>8,474,858</u>	<u>7,637,044</u>
Excess (deficiency) of revenues over expenses	<u>\$ (39,921)</u>	<u>\$ 264,054</u>	<u>\$ (91,094)</u>	<u>\$ (292,142)</u>	<u>\$ (323,670)</u>	<u>\$ (28,088)</u>	<u>\$ (414,764)</u>

See accompanying notes to the financial statements.

Statement of Changes in Net Assets  
for the year ended June 30, 2007

Statement 3

Parkland Regional College  
Statement of Changes in Net Assets  
for the year ended June 30, 2007

	2007						2007	2006
	Operating Fund			Capital Fund			Total	Total
	Restricted Internally	Unrestricted	Total	Invested in Capital Assets	Restricted Externally	Total		
Excess (deficiency) of revenues over expenses	\$ -	\$ 264,054	\$ 264,054	\$ (446,340)	\$ 154,198	\$ (292,142)	\$ (28,088)	\$ (414,784)
Net assets, beginning of year	678,029	238,121	916,150	5,216,750	32,259	5,249,009	6,165,159	6,579,923
Interfund transfers:								
Invested in capital assets	(227,857)	(12,340)	(240,197)	406,785	(166,588)	240,197	-	-
Externally imposed restrictions	-	-	-	-	-	-	-	-
Internally imposed restrictions	253,633	(253,633)	-	-	-	-	-	-
Net assets, end of year	\$ 703,805	\$ 236,202	\$ 940,007	\$ 5,177,195	\$ 19,869	\$ 5,197,064	\$ 6,137,071	\$ 6,165,159
Restricted details:								
	Beginning Balance	To Restricted	From Restricted	Ending Balance				
Externally Restricted (Note 7)								
Yorkton Facility	\$ 6,171	\$ -	\$ 6,171	\$ -				
Esterhazy Facility	-	129,198	129,198	-				
Technology Enhanced Learning capital purchases	19,869	-	-	19,869				
Furniture and equipment purchases	6,219	25,000	31,219	-				
	32,259	154,198	186,588	19,869				
Internally Restricted (Note 8)								
Yorkton Facility	171,484	-	90,256	81,228				
Esterhazy Facility	50,000	8,821	58,821	-				
Technology Purchases	276,357	-	78,780	197,577				
Student Recruitment	-	60,000	-	60,000				
Staff Contingency	-	95,000	-	95,000				
Marketing Logo Development	-	60,000	-	60,000				
Technology Capital	-	40,000	-	40,000				
CEO Professional Development	10,188	-	10,188	-				
Future Program Development	180,000	-	-	180,000				
Marketing/Promotion - New Initiatives	10,000	-	-	10,000				
	678,029	263,821	238,045	703,805				
	\$ 710,286	\$ 418,019	\$ 404,633	\$ 723,674				

See accompanying notes to the financial statements.



Statement of Cash Flows  
 for the year ended June 30, 2007

Parkland Regional College  
 Statement of Cash Flows  
 for the year ended June 30, 2007

Statement 4

	2007	2006
Cash flows from (used in) operating activities		
Deficiency of revenues over expenses	\$ (28,088)	\$ (414,764)
Amortization of capital assets	446,340	428,746
	<u>418,252</u>	<u>13,982</u>
Change in non-cash working capital		
Increase in accounts receivable	(128,639)	(428,246)
Decrease in prepaid expenses	16,924	17,500
Increase in accrued salaries and benefits	222,547	31,810
Increase in accounts payable and accrued liabilities	196,086	129,272
Increase (decrease) in unearned revenue	80,439	(146,440)
Cash (used in) provided by operating activities	<u>805,609</u>	<u>(382,122)</u>
Cash flows from (used in) investing activities		
Purchase of investments	(16,096)	(18,452)
Proceeds from sale of investments	223,219	-
Purchase of capital assets	(406,785)	(367,015)
Cash used in investing activities	<u>(199,662)</u>	<u>(385,467)</u>
Increase (decrease) in cash	605,947	(767,589)
Cash, beginning of year	<u>420,804</u>	<u>1,188,393</u>
Cash, end of year	<u>\$ 1,026,751</u>	<u>\$ 420,804</u>

Notes to Financial Statements  
for the year ended June 30, 2007

1. PURPOSE AND AUTHORITY

The Parkland Regional College offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act*.

The Board of the Parkland Regional College is responsible for administering and managing the educational affairs of the College in accordance with the intent of *The Regional Colleges Act* and its regulations.

The College's objectives are to promote the social, economic and cultural development of the Parkland region of Saskatchewan by facilitating learning options and participating in community groups.

The College is exempt from the payment of income tax.

2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements have been prepared in accordance with Canadian generally accepted accounting principles and include the following significant policies:

a) Fund Accounting

The accounts of the College are maintained in accordance with the principles of fund accounting. For accounting and reporting purposes, resources are classified into funds in accordance with specified activities or objectives:

(i) Operating Fund

The operating fund accounts for the College's program delivery service and administrative activities.

(ii) Capital Fund

The capital fund reflects the net book value of all capital assets of the College after taking into consideration any associated long term debt. The capital fund also includes contributions, interest and donations designated for capital purposes by the contributor. Also included in the capital fund are the appropriations for future capital expenditures.

b) Revenue Recognition

The College follows the restricted fund method of accounting for grants. Restricted contributions to general operations are recognized as revenue of the operating fund in the year in that the related expenses are incurred. Contributions restricted for capital assets are recognized as revenue of the capital fund in the year they are received or receivable.

Unrestricted operating grants are recognized as revenue of the operating fund when received or receivable. Tuition and fee revenue is recognized as the course instruction is delivered. Revenue from contractual services is recognized as the service is delivered.

c) Capital Assets

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair value at the date of contribution. Capital assets are amortized on a straight-line basis over their estimated useful lives, and are reported as an expense in the capital fund as follows:

Leasehold improvements	3% to 20%
Buildings	5%
Office furnishings/equipment	10% to 20%
Computer hardware	33%

(Continued on next page)

Notes to Financial Statements  
for the year ended June 30, 2007

2. SIGNIFICANT ACCOUNTING POLICIES ... Continued

d) Use of Estimates

These statements are prepared in accordance with Canadian generally accepted accounting principles. These principles require management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date the financial statements and the reported amounts of revenue and expenses during the period. Actual results could differ from those estimates. Differences are reflected in current operations when identified.

3. ACCOUNTS RECEIVABLE

Accounts receivable are composed of the following:

	2007	2006
Advanced Education and Employment	\$ 400,206	\$ 178,954
Federal Government	41,988	54,266
Other	306,798	387,133
	<u>\$ 748,992</u>	<u>\$ 620,353</u>

4. CAPITAL ASSETS

	COST	ACCUMULATED AMORTIZATION	2007 NET BOOK VALUE	2006 NET BOOK VALUE
Land	\$ 14,000	\$ -	\$ 14,000	\$ 14,000
Leasehold improvements	175,078	146,586	28,492	37,102
Buildings	6,405,779	1,481,109	4,924,670	4,959,324
Office furnishings/ equipment	447,363	309,171	138,192	136,860
Computer hardware	983,644	911,803	71,841	69,464
	<u>\$8,025,864</u>	<u>\$2,848,669</u>	<u>\$5,177,195</u>	<u>\$5,216,750</u>

5. INVESTMENTS

The College has invested \$455,262 (2006 - \$662,385) in federal and provincial government strip bonds. These bonds mature in the year 2007 to 2008 and have an effective yield of 2.8 to 3.1%. The current market value of the bonds is \$449,784 (2006 - \$650,762). It is the intention of the Board to hold these bonds to maturity, therefore fluctuating market prices have not been reflected in the financial statements.

6. UNEARNED REVENUE

Unearned revenue consists of transfers received to carry out specific activities in excess of the expenses incurred on those activities at the end of the fiscal year as follows:

	2007	2006
Advanced Education and Employment	\$ 435,140	\$ 308,874
Student tuitions	14,890	18,675
Other	-	42,042
	<u>\$ 450,030</u>	<u>\$ 369,591</u>

Notes to Financial Statements  
for the year ended June 30, 2007

7. EXTERNAL RESTRICTION ON NET ASSETS

Advanced Education and Employment has funded \$19,869 (2006 - \$32,259) designated capital contributions to be used for future capital expenditures as per Statement 3. These externally restricted amounts are not available for other purposes without approval of Advanced Education and Employment.

8. INTERNAL RESTRICTION ON NET ASSETS

The Board of Directors of Parkland Regional College have placed internal restrictions on \$703,805 (2006 - \$678,029) of net assets to be used for purposes as indicated in Statement 3.

9. BUDGET AMOUNTS

The budget amounts on these financial statements were prepared by Regional College Management and approved by the Board on May 23, 2006. The Minister approved the budget on July 25, 2006.

10. RELATED PARTY TRANSACTIONS

These financial statements include transactions with related parties. The College is related to all Saskatchewan Crown Agencies such as departments, corporations, boards and commissions under the common control of the Government of Saskatchewan. Also, the College is related to non-Crown enterprises that the Government jointly controls or significantly influences.

Routine operating transactions with related parties are recorded at the rates charged by those organizations and are settled on normal trade terms.

	<u>2007</u>	<u>2006</u>
SaskTel	\$ 65,439	\$ 65,035
SaskPower and SaskEnergy	13,655	9,892
Saskatchewan Property Management	64,504	56,975

In addition, the College pays Provincial Sales Tax to the Saskatchewan Department of Finance on all taxable purchases. Taxes paid are recorded as part of the cost of those purchases.

The College brokerages course programs from Saskatchewan Institute of Applied Science and Technology. The amount incurred during the year amounted to \$371,437 (2006 - \$273,981).

The College brokerages course programs from the University of Saskatchewan. The amount incurred during the year amounted to \$129,951 (2006 - \$137,100).

The College brokerages course programs from the University of Regina. The amount incurred during the year amounted to \$133,469 (2006 - \$93,471).

The College has invested \$226,900 (2006 - \$220,677) in Province of Saskatchewan strip bonds that mature on September 6, 2007 for \$228,074.

Notes to Financial Statements  
 for the year ended June 30, 2007

11. FINANCIAL INSTRUMENTS

- (a) The carrying amount of cash, accounts receivable, accounts payable and accrued liabilities and accrued salaries and benefits approximates fair value due to the short term maturity of these instruments. There are no significant terms or conditions related to these financial instruments that may affect the amount, timing, or certainty of future cash flows.
- (b) The College is exposed to credit risk from the potential non-payment of accounts receivable. The majority of the College's receivables are from the Provincial and Federal government, therefore, credit risk is minimal.

12. EMPLOYEE FUTURE BENEFITS

Employees of the College participate in one of three pension plans. Teachers and other employees requiring a teaching certificate participate in a defined benefit plan, the Teachers' Superannuation Fund (TSF) or Saskatchewan Teachers Retirement Plan (STRP). No matching contribution is made by the College nor does it have a financial obligation to the TSF or STRP. All other employees participate through the Municipal Employees' Pension Plan (MEPP) which is a multi-employer defined benefit plan. The last actuarial valuation of the MEPP indicated there was a surplus in the plan. The College's financial obligation to the MEPP is limited to making required payments to match amounts contributed by employees for current services. Pension expense for the year amounted to \$152,228 (2006 - \$125,796).

13. COMMITMENTS

a) Yorkton Regional High School

Upon relocation to the new College facility at Yorkton Regional High School in August, 2003, the College has negotiated a 10 year operating agreement with York School Division. The agreement specifies the cost-sharing of utility, insurance and maintenance costs, based on square footage occupied by the College. The agreement, effective September 1, 2003, is reviewed annually, and adjusted for increases / decreases in costs, square footage, and services provided.

b) Open Door Technology Inc.

Annual maintenance on Navision Software at approximately \$1,774 including taxes.

14. LINE OF CREDIT AGREEMENT

The College is currently utilizing Nil (2006 - Nil) of an established line of credit up to \$200,000 with the Royal Bank of Canada, Melville, Saskatchewan. Security for advances under the agreement consists of an assignment of grant proceeds due from Advanced Education and Employment.

15. LEASE AGREEMENTS

The College is obligated under the following lease agreements.

- a) Instructional Facilities
  - Treaty # Four Governance Centre, Fort Qu'Appelle, Saskatchewan, under a year to year agreement. The agreement covers use of the facility and grounds with annual rental of \$50,512. The agreement contains an option to renew at the end of the initial lease term.
- b) Offices
  - Administration office and classrooms located in the Melville Comprehensive School, Melville, Saskatchewan, under a ten year lease which expires August 31, 2007. Terms of the lease provide for annual rental of \$50,000 plus applicable taxes.
  - Branch office and classrooms, Canora, Saskatchewan, located in the Canora Town Office under a five year lease agreement which expires July 1, 2010. Terms of the lease provide for annual payment of \$12,000 plus applicable taxes.
  - Branch office, Kamsack, Saskatchewan, located in the Crowstand, under a one year lease agreement that expires January 31, 2008. Terms of the lease provide for monthly rental of \$400 plus applicable taxes. Classroom space is available on a as need basis and is negotiated at that time.
  - Branch office space, Yorkton, Saskatchewan, located at Condessa Plaza, under a month to month lease agreement. Terms of the lease provide for monthly payment of \$1,000 plus applicable taxes.
- c) Equipment
  - Danka Canada covering 6 photocopiers at various locations until March 21, 2008. Terms of the lease call for annual rental payments of \$17,575 plus taxes.
- d) Vehicle
  - GMAC for a 2006 Chev Malibu. Terms of the lease call for 36 monthly payments of \$504, expiring June 30, 2009.

# Schedule 1

## Schedule of Operating Fund Revenues by Function for the year ended June 30, 2007

	2007								2007	2007 Budget	2006
	General	Skills Training		Basic Education		University	Services		Total	Total (Note 9)	Total
		Credit	Non-credit	Credit	Non-credit	Credit	Leamer Support	Counsel			
Provincial Government											
Advanced Education and Employment											
Operating grant	\$ 1,921,790	\$ 46,500	\$ -	\$ 39,500	\$ -	\$ -	\$ 22,225	\$ -	\$ 2,030,015	\$ 1,915,069	\$ 1,834,804
Program payments	-	1,371,965	-	574,248	91,619	-	107,100	116,273	2,281,205	2,070,775	2,190,562
Other	38,689	564,280	-	116,072	93,492	-	-	12,000	824,533	84,820	52,533
	1,960,479	1,982,745	-	729,820	185,111	-	129,325	128,273	5,115,753	4,070,664	4,877,899
Other Provincial	384,692	-	-	-	27,604	-	-	154,325	566,621	205,950	248,470
	2,345,171	1,982,745	-	729,820	212,715	-	129,325	282,598	5,682,374	4,276,614	4,327,369
Federal Government											
Projects	3,636	-	-	-	11,066	-	-	-	14,702	13,182	12,540
Other Revenue											
Contracts	21	42,551	174,627	314,430	11,235	-	5,704	33,451	582,019	946,200	771,544
Interest	61,268	-	-	-	-	-	-	-	61,268	75,000	68,474
Rents	6,586	-	5,225	-	-	-	-	4,380	16,191	18,360	13,562
Resale items	1,506	159,433	27,161	150	1,063	4,740	-	795	194,848	26,000	203,609
Tuition	-	669,586	581,022	44,463	5,981	282,648	2,543	8,190	1,614,433	1,381,018	1,465,737
Other	11,367	24,204	1,124	(200)	-	1,185	80,707	8,330	126,737	902,383	254,289
	80,768	915,774	789,159	358,843	18,279	288,573	88,954	55,146	2,585,496	3,328,961	2,777,295
Total revenue	2,426,575	2,898,519	789,159	1,088,663	242,080	288,573	218,279	337,744	8,292,572	7,618,757	7,117,204
Total expenses (Schedule 2)	3,088,756	2,451,947	637,146	844,601	80,743	276,830	222,920	425,773	8,026,518	7,658,678	7,208,298
Excess (deficiency) of revenues over expenses	\$ (659,181)	\$ 446,572	\$ 152,011	\$ 244,062	\$ 161,317	\$ 11,943	\$ (4,641)	\$ (88,029)	\$ 266,054	\$ (30,921)	\$ (91,094)

See accompanying notes to the financial statements



# Schedule 2

## Schedule of Operating Fund Revenues by Function for the year ended June 30, 2007

	2007								2007	Budget (Note 9)	2006
	General	Skills Training		Basic Education		University	Services		Total	Total	Total
		Credit	Non-credit	Credit	Non-credit	Credit	Leamer Support	Counsel			
Agency contracts	\$ 5,501	\$ 804,323	\$ 510,027	\$ 1,849	\$ -	\$ 282,758	\$ 35,000	\$ -	\$ 1,719,458	\$ 1,022,447	\$ 1,481,882
Equipment	97,901	79,499	1,187	412	-	-	-	-	178,999	153,724	180,978
Facilities	255,277	50,889	31,746	2,082	1,975	-	-	5,462	347,211	335,020	279,837
Information technology	19,334	8,910	-	-	-	1,883	-	-	30,227	78,100	25,112
Operating (Schedule 3)	408,741	340,396	55,208	40,887	15,972	9,887	9,554	44,022	924,689	839,323	834,831
Personal services	2,302,002	1,068,148	38,980	799,371	62,798	2,002	178,396	376,289	4,627,954	5,230,064	4,385,858
	<u>\$ 3,088,756</u>	<u>\$ 2,451,947</u>	<u>\$ 837,148</u>	<u>\$ 844,601</u>	<u>\$ 80,743</u>	<u>\$ 278,630</u>	<u>\$ 222,920</u>	<u>\$ 425,773</u>	<u>\$ 8,028,518</u>	<u>\$ 7,658,678</u>	<u>\$ 7,208,288</u>
		<u>\$ 3,089,095</u>		<u>\$ 925,344</u>			<u>\$ 648,693</u>				

# Schedule 3

## Schedule of Operating Fund Expenses by Function for the year ended June 30, 2007

	2007	Budget (Note 9)	2006
	Total	Total	Total
Advertising	\$ 80,416	\$ 51,700	\$ 53,223
Association fees and dues	13,365	16,560	13,749
Bad debts	7,606	3,000	(2,289)
Financial services	11,813	8,000	11,634
In-service	39,831	58,077	41,504
Insurance	21,982	17,363	19,005
Materials and supplies	280,707	261,430	226,671
Postage, freight and courier	17,769	14,170	18,244
Printing and copying	17,434	21,440	12,257
Professional services	38,289	167,797	26,006
Resale items	181,940	28,600	211,847
Subscriptions	144	450	256
Telephone and fax	58,553	56,720	60,892
Travel	154,820	134,016	141,832
	<u>\$ 924,069</u>	<u>\$ 839,323</u>	<u>\$ 834,831</u>

See accompanying notes to the financial statements.

## Glossary of Terms

**ACCC:** Association of Canadian Community Colleges

**AE&E:** Advanced Education and Employment

**ASRC:** Association of Saskatchewan Regional Colleges

**Casual Student:** A participant taking courses, within a program group, that collectively total less than 30 hours. (Applies to Skills Training only.)

**CEO:** Chief Executive Officer

**CISCO:** CISCO Networking Academy

**Completer:** Any participant who has successfully completed course requirements or remained to the end of the program.

**EAPD:** Employability Assistance for People with Disabilities

**Distinct Student:** An individual participating, over an identified period of time, in one or more program groups offered by the College.

**ESL:** English as a Second Language

**FASD:** Fetal Alcohol Spectrum Disorder

**FLE:** Full Load Equivalent - The total participant hours divided by the accepted full load equivalent factor for a program group.

**FTE:** Full Time Equivalent.

**Full-Time Student:** Total number of students who are taking courses (within the program group) that collectively require a minimum average of 18 hours of scheduled class time per week for a program session with a minimum duration period of 12 weeks (both conditions need to be true). There are two exceptions:

- (a) Apprenticeship and Trade: a complete level (depending on the trade) is required; and
- (b) University courses: 234 hours ( 6 courses @ 39 hours) of scheduled class time for the academic year.

**GED:** General Educational Development

**Graduates:** Any participant who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution.

**ISchool:** A centralized bank of on-line classes at the 10, 20, and 30 level.

**LCD:** Liquid Crystal Display

**LINC:** Language Instruction for Newcomers to Canada

**OCSM:** One Client Service Model (Student Information System database)

**Opportunities:** One enrollment in any course or program

**Participant Hours:** The total time (in hours) that a student is actively involved in a program (courses) session.

**Part-time Student:** The number of students who are taking courses (within a program group) that collectively require less than an average of 18 hours of scheduled class time per week for a minimum duration period of less than 12 weeks but equal to or more than 30 hours in total.

Exceptions: University courses: less than 234 hours (6 courses at 39 hours) of scheduled class time for the academic year.

**Program Delivery Centre:** An established entity (campus, learning centre, office) that coordinates the delivery of programs and courses of a defined geographic area within the College region.

**Program Group:** A combination of SIS 'Program Area', Program Type or Program Category identified for the specific purpose of reporting student enrollments.

Program Groups for reporting to Advanced Education and Employment are:

- Skills Training - Institute Credit (SIAS)
- Skills Training - Institute Credit (Other Suppliers)
- Skills Training - Apprenticeship & Trade
- Skills Training - Industry Credit
- Skills Training - Non-Credit (Includes Industry Non-Credit, Community/Individual Non-Credit, and Personal Interest Non-Credit)
- Basic Education - Credit Adult 12
- Basic Education - Credit Adult 10
- Basic Education - Credit Academic GED
- Basic Education - Non-Credit Employability/Life Skills
- Basic Education - Non-Credit English Language Training
- Basic Education - Non-Credit General Academic Studies
- Basic Education - Non-Credit Literacy
- University

**PTA:** Provincial Training Allowance

**RPL:** Recognition of Prior Learning

**SCN:** Saskatchewan Communications Network

**SGEU:** Saskatchewan Government and General Employees Union

**SIAS:** Saskatchewan Institute of Applied Science and Technology

**SIIT:** Saskatchewan Indian Institute of Technologies

**STEC:** Saskatchewan Tourism Education Council

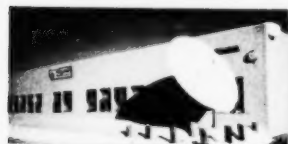
**Student Enrollment:** Student(s) enrolled in program(s) or course(s) that are part of a specific **Program Group**.



## A Campus Near You



415 Main Street  
Canora, SK S0A 0L1  
Tel: 306 563 0608



601 Kennedy Drive  
Esterhazy, SK S0A 0A0  
Tel: 306 745 2978



740 Sioux Avenue  
Fort Qu'Appelle, SK S0K 1B0  
Tel: 306 332 5416



200 Block - 9th Avenue E  
Melfort, SK S0N 0P0  
Tel: 306 728 4471



201 Pysaie Way  
Yorkton, SK S3N 4K9  
Tel: 306 782 8566

[www.parklandcollege.sk.ca](http://www.parklandcollege.sk.ca)

